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ABSTRACT

To help parents of children in Missouri with suspected handicapping conditions, the booklet provides information and practical suggestions about parental rights and responsibilities. A section on handicapping conditions reviews federal and state definitions of disabilities and describes common characteristics. Parents' role in evaluation is discussed, followed by a summary of the components, development, and implementation of the Individualized Education Program required for each handicapped child. A section on special service delivery touches upon a range of services from the regular education program to state operated schools. Due process considerations conclude the booklet, which includes in its appendixes sample recordkeeping forms, a parent participation checklist, and a list of helping organizations in Missouri. (CL)

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A
PARENT'S
Guide to
Special Education
in Missouri

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This product was developed in response to an information need identified by representatives of parent groups in Missouri and the Department of Elementary and Secondary Education.

The activity was coordinated through the Child and Family Development Unit, Extension Division, University of Missouri, and the Midwest Regional Resource Center, Des Moines, Iowa, for the Missouri Department of Elementary and Secondary Education.

It is hoped that Missouri parents and educators will find this an informative and useful resource.

Ray Feltner
Midwest Regional Resource
Center

A
PARENT'S
Guide to
Special Education
in Missouri

Illustrated by Martha Perske

Child and Family Development Unit,
Extension Division, University of Missouri
Midwest Regional Resource Center, Des Moines, Iowa
Division of Special Education
Missouri Department of Elementary and Secondary Education
July 1983

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Introduction

All children are special. All children are alike and different. Some children may have difficulties in speaking, learning, walking, and so forth. These children have special needs and may require help to succeed in school.

In recognizing these children with special needs, the 94th Congress of the United States passed a law called the "Education For All Handicapped Children Act of 1975." This law is often referred to as PL 94-142. In 1974, the State of Missouri passed House Bill 474 which declared that it is the policy of the State of Missouri to provide to all handicapped children special educational services sufficient to meet their needs. These laws state that all children from the ages of five to twenty-one are entitled to a free appropriate public education, including special services.

This booklet was developed to provide information and practical suggestions concerning your rights and responsibilities as the parent of a child with a handicap.

Parents are their children's first teachers. When the child enters a school program, parents, and educators share this responsibility. Together parents and educators will determine the services and programs most appropriate for the child and will work together as part of a team to make sure that the child's educational program provides the help he/she needs.

Each school district in Missouri participates in programs to identify individuals who may be eligible for special services. These programs are called "screenings."

IF YOU BELIEVE YOUR SON OR DAUGHTER MAY NEED SPECIAL HELP, CONTACT YOUR LOCAL SCHOOL DISTRICT.

Handicapping Conditions



Definitions*

A "handicapped child" is a child who because of some physical, emotional, learning, or social problem needs the assistance of special help in order to learn to his/her capabilities. Some general terms you may hear used include "mentally retarded", "learning disabled", and so forth. These are general categories and are used to provide reports to state and federal governments.

The Education For All Handicapped Children Act (PL 94-142) defines the following children as handicapped:

Mentally retarded, hard of hearing, deaf, orthopedically handicapped, other health impaired, visually handicapped, seriously emotionally disturbed, or children with specific learning disabilities who by reason thereof require special education and related services.

There are a number of handicapping conditions defined in Missouri law. These definitions, like federal law, are not complete descriptions of a person's strengths and weaknesses, but general guidelines.

As a parent you will want to know about the classifications so that you can communicate with professionals in your school district.

Mentally Retarded

If your child is described as mentally retarded, tests and observations have indicated an ability to learn and adapt at a rate different than that of other children. As the parent of a child identified as mentally retarded, you may

have noticed that your child's language and physical development is considerably slower than that of children of the same age, or that your child seems unable to learn new skills as rapidly as others of the same age.

The Missouri Department of Elementary and Secondary Education defines three subcategories of mental retardation. The mild and moderate mentally retarded are those students who are capable of academic, social, and vocational training but require specialized instruction to realize maximum skill development and meaningful integration into adult society. The severe mentally retarded are those students who have potential for training in self-care, social adjustment, and vocationally related areas. The profound mentally retarded are those students who are capable of very little self-care and must have constant attention to survive.

Specific Learning Disability

Children who are identified as learning disabled have a disorder in one or more of the mental processes needed to receive, organize, or express information. As a result, the child can have difficulty in listening, thinking, speaking, writing, spelling, or doing arithmetic tasks. A learning disability is not primarily due to a physical, mental, or emotional handicap, or to environmental, cultural, or economic factors. In other words, if your child is learning disabled, your child has difficulty learning, not due to mental retardation or hearing difficulties, but because of problems in receiving, organizing, or expressing letter sounds or words.

Behavioral Disorders

The term behavioral disorders means that tests and observations show the student exhibits to a

marked degree and over an extended period of time one or more of the following characteristics:

- Difficulties in learning that cannot be explained by intellectual, sensory, or health impairments.
- Problems relating to children and adults.
- Continual unhappiness and depression.
- A tendency to develop physical symptoms, pains, or fears associated with personal or social problems.

There should be evidence that the child's behavior is not the result of a temporary reaction to home, school, or community situations.

Speech/Language Impairments

If your child has a speech disorder, he or she may substitute one sound for another, for example, "f" for "s". Other examples include inability to make certain sounds, leaving out sounds, making words that cannot be understood, or stuttering.

Your child may have difficulty understanding what is being said, or may have difficulty in using words or sentences to express ideas. This is considered a language problem.

Orthopedically Handicapped

If your child has a physical problem (such as cerebral palsy, muscular dystrophy, polio, or spina bifida) and needs special adaptive equipment, your child may be considered by the school to be orthopedically handicapped. It is important to remember that your child's physical problem must interfere in some way with learning before he/she will be considered for special services at school. Environmental physical barriers are not

significant rationale for placing the child with handicaps in a special program. Schools must provide easy access to the learning environment for children with handicaps.

Visual Impairments

Your child may have a problem seeing. If the problem is severe, you may be told by an eye doctor that your child is legally blind. This means that your child has a severe vision loss. Your child's vision may be adequate for some situations, but not adequate for ordinary activities and purposes. It may be necessary for your child to receive specialized training in such things as mobility and reading.

You may be told that your child is partially sighted. This means that your child can, with glasses, use his/her vision. Your child may be able to learn to read regular print with glasses or special books that are printed with large type.

If your child seems to be having problems seeing, he/she may have a less serious vision or eye problem. If your child squints or rubs his/her eyes frequently, holds books too close, has frequent eye infections, redness or pain, your child should be examined by an eye doctor.

Hearing Impairments

Your child may be hearing impaired. Like other disabilities, hearing problems can range from mild to severe. The most severe hearing impairment is called deafness. This means that your child's sense of hearing is inadequate for ordinary purposes. Because of this severe hearing loss, specialized training will be required to help your child communicate either by talking, sign language, or both.

If you are told by a hearing specialist that your child is hard of hearing, it means your child has a serious hearing loss, but can use the sense of hearing, either with or without a hearing aid, for ordinary purposes. Your child may need special training to assist in using this aid and in school programming.

Your child may have a less serious hearing loss. If your child often has earaches, asks to have instructions repeated, turns one ear to the speaker, strains to hear, speaks in an excessively loud or soft voice, or has trouble discriminating between sounds, your child should be examined for a hearing problem.

Severely Handicapped

The term severely handicapped according to Missouri law is defined as "handicapped children under the age of twenty-one years who, because of the extent of the handicapping condition or conditions, as determined by competent professional evaluation, are unable to benefit from or meaningfully participate in programs in the public schools for handicapped children. The term "severely handicapped" is not confined to a separate and specific category but pertains to the degree of disability which permeates a variety of handicapping conditions and education programs (RSMo 162.675(3))."

Multihandicapped

If your child has two or more primary handicaps, such as severe emotional disturbance and mental retardation, your child may be considered multihandicapped.

In addition to these categories of definitions you may hear the following: Deaf/Blind and Other Health Impaired.

Deaf/Blind refers to children who have problems with their vision and hearing. Together these conditions cause severe communication, developmental, and educational problems. This child cannot benefit from programming designed only for deaf children or only for blind children. Special programming to meet his/her needs will be necessary.

Other Health Impaired refers to children who have severe communication, other developmental, and educational problems; for example, a child with autism, limited strength, alertness, and so forth due to chronic or acute health problems, such as hemophilia, epilepsy, diabetes, cardiac problems.

These definitions of handicapping conditions do not describe the child's abilities. Rather they allow for general classifications.

*Definitions adapted from Parents-You're Part of the Team, Midwest Regional Resource Center and Direction Services, 1979.

The Evaluation

Before your child can be placed in a special education program, he/she must be evaluated. The purpose of this evaluation is to determine whether your child has a handicap and is in need of special education services. An educational evaluation is obtained through referral to the school district. Parents, teachers, other school personnel, or interested persons can request an evaluation of a child if this individual suspects the child has a handicap and would benefit from special education services.

The school district must notify parents that their child has been referred for consideration and must obtain written permission before a child can be evaluated. The notification should:

1. Be written in common, understandable language.
2. Tell the reasons an evaluation is needed and what other options were considered.
3. Give a description of the evaluation procedures, what tests or parts of tests will be used, and what records or reports will be included.
4. Remind you of your rights as parents to give or refuse consent.

An evaluation:

- Includes formal tests, medical records, and observations of the child at school and at home.
- Must be done by a team made up of the child's parents, at least one teacher, and a specialist qualified in testing in the child's suspected area of disability. Other persons who are involved in the child's education should also be included.

- Cannot be based on only one type of test.
- Must be adapted to the child's race, culture, native language, and suspected handicap.
- Should be designed specifically for your child's needs. If you have any questions about the tests or procedures, ask the person doing the evaluating to explain.

Your participation in the evaluation process provides a more complete picture of your child. The following questions may give you some ideas of information you will want to provide to the other team members.

- How does your son/daughter feel about school?
- How does your son/daughter spend his/her spare time?
- What particular problems does your son/daughter have in learning? at home? with friends?
- What recent changes, if any, have you noticed?
- What special help do you think your child needs?

During evaluation your child will stay in his/her current program unless other arrangements are mutually agreed to by you and the school personnel.

Parents have the right to review all evaluations, diagnoses, and school records pertaining to their child. The results of the evaluation will be discussed in a conference including the members of the evaluation team. Be sure the conclusions drawn at this meeting reflect your perceptions of your child.

If you think the evaluation does not accurately reflect your child's abilities and limitations, you have the right to request an independent evaluation. An independent evaluation is an evaluation conducted by professionals who are not employed by the school district.

If you wish to obtain an independent evaluation, the school personnel will provide information to you of individuals that can do the evaluations. When you request an independent evaluation, the school district can:

1. Agree with you and make arrangements for an independent evaluation at no cost to you; or
2. State that the evaluation is adequate and request a hearing to determine if further evaluation is necessary.

If the hearing officer agrees that an independent evaluation is necessary, the school district is responsible for the cost of this evaluation. If the hearing officer believes that no further evaluation is needed and you choose to have further evaluation conducted, you will be responsible for the cost of this evaluation. This additional evaluation information should be provided to and used by the team to determine your child's education program.

Procedures and time lines for providing special education services have been established by law. Parents should be aware of these time lines and should not hesitate to ask the school personnel about their rights (see Due Process section for further discussion).

If your child receives special education services, he/she must be reevaluated every three years. If you think a complete reevaluation is needed before the three year evaluation, you may request a new evaluation. You have the right to request a maximum of one reevaluation per year.

The Individualized Education Program



The Individualized Education Program

Each student who has been evaluated and found to be in need of special education services must have an Individualized Education Program (IEP) developed.

What is the IEP?

One way to better understand what an IEP should be is to look at the meaning of the three words.

Individualized: The IEP must be written about one child, not a group or class. It should address the needs of this one child only.

Education: The IEP should only be written about the areas of education in which the student is having difficulty. If the student is not having problems with reading, there is no reason for reading to be included on the IEP.

Program: The IEP should explain what actually will be provided to the student.

Your child's IEP is a statement of where your child is today and the goals for him/her in this school year. It is a statement of what necessary services will be provided to assist him/her in reaching these goals. An IEP is written to insure that each child receives the help he/she needs in his/her education program.

Who writes the IEP?

The educational program is developed by a team of persons at a meeting. This meeting is called the "staffing", "IEP meeting", and so

forth. The law states that this team must include one or both parents, the child's teacher, a representative of the school system, the child (when appropriate), and anyone else the parent would like to have present. Someone who performed the evaluation or a person who is knowledgeable about the evaluation procedure used and the results obtained must be present at the meeting if the child is being evaluated for special educational services for the first time. Other professionals may be included on the team, if necessary.

Parents are very important and equal members of this team. Although you are not required to attend this meeting, it is to your benefit and the benefit of your child if you participate with school personnel in all the decisions being made for your child's education program. You have information about your child's development and needs which is important in determining his/her education program. The professionals on the team may know tests and schools better than you do, but you know your child.

What should an IEP include?

To prepare for the IEP meeting, let us examine what should be included in the IEP.

There are six parts to the Individualized Education Program which need to be determined at the meeting:

Present Level of Performance: This statement provides direction for the student's programming. It identifies the student's strengths and weaknesses in the area of need. It is a summary based on the results of the evaluation and history of the student.

Long term goals and short term objectives:

Goals state what the child is expected to learn in his/her school year. Objectives are based on long term goals, are more specific, and are the steps the student must master to meet the goal.

Description of the services: The services which the child will need to meet the goals are described in the IEP. These services include instructional assistance and other services, such as speech therapy, counseling for the child or family, or special transportation that will be provided.

Participation in regular programming: A description of the child's placement and the extent to which he/she will participate in regular classes. (Programs are described in Special Service Delivery section).

Initiation and duration of services: This section states when the program will begin and end. At times it may not be possible to know the exact time that some service or instruction will be required. Therefore, it may be necessary to state...
"by (date), the (service) will be provided."

Procedure for evaluating the program: This statement describes the conditions under which the child will demonstrate the attainment of a goal.

Preparing for the IEP Meeting

Active participation in the planning meeting may be easier if you know what you want to say. The following suggestions for before, during, and after the meeting are designed to give you

an idea of the kind of information which can be valuable for you as you participate in the educational planning for your child.

Before the meeting:

1. Gather together information about your child which will be helpful at the meeting. For example, medical records, copies of tests and evaluations, reports from school, and so forth.
2. If your child is already in school make an appointment to observe him/her in the classroom. Take notes on your observations.
3. Watch and record your child's behavior at home. Write down what your child can and cannot do, his/her likes and dislikes, and his/her interactions with other children and family members.
4. Find out what your child's feelings are regarding school, home, and friends.
5. Call the school and ask who will be attending the meeting. Tell the school personnel if you will be bringing a friend.
6. Notify the school personnel in advance if you will not be able to attend the meeting. Apologize for the inconvenience the change may have caused and obtain a time for another meeting.

During the meeting you will want to share information and have questions that you have answered. Make sure that you share the information that the team needs and that you have your questions answered during this meeting. You may want to ask some of these questions:

- What do the tests show about my child's abilities?
- What is the best program placement for my child?
- In what general education classes will my child participate?
- What subjects will my child be studying?
- In what type of physical education program will my child participate?
- What other types of services will be provided for my child?
- In what extracurricular activities will he/she participate?
- What, if any, behavior problems has my child shown? How does his/her teacher plan to handle these problems?
- How often will my child's progress be checked? By whom? In what manner?
- When and how will I receive reports about my child?
- What can we do at home to help with our child's education program?
- Have I understood all that went on at this meeting? Do I agree with all the plans that we have made for my child?

(Adapted from Your Child's Right to an Education: A Guide for Parents of Children with Handicapping Conditions in New York State.)

After the IEP Meeting:

The IEP is the basis for your child's education program. Your child's teachers will develop his daily education instruction based on the goals and objectives that the IEP team developed.

You have participated in the process to this point. What can you do to continue your participation with your child's education and the school?

Here are some suggestions you may wish to consider:

- Visit the school and your child's classroom. Talk with his/her teachers and share your observations and questions.
- Ask the teacher to send home activities which could reinforce his/her school program.
- If you work during school hours, invite your child's teacher to visit your home.
- Join a local parent group.
- Participate in training for parents provided by the school, parent groups, or other organizations such as United Cerebral Palsy, Association for Children with Learning Disabilities, Association for Retarded Citizens, etc.
- Keep records of your child's school work, parent conferences, progress reports, and so forth. Use this information to monitor your child's progress and prepare for the next IEP meeting.

Remember that goals may not always be reached. During the year, you or your child's teacher(s) may realize that the goals which were developed in the IEP are not appropriate or that the school placement is not to your child's benefit. When these situations are recognized, the child's program may need to be changed. Another meeting will need to be held to change your child's IEP. You will be asked to attend this meeting or to give your consent to change your child's IEP.

Special Service Delivery



Special Service Delivery

During the IEP meeting, the services needed and the way they will be delivered are determined based on your child's learning needs. This decision is referred to as the placement decision. Your child's education should be in the least restrictive environment. This requirement is mandated in the law. The least restrictive environment is the setting which meets the child's needs and allows the child to participate in general education programming as much as possible. It is also, the setting in which the child with special needs has the opportunity to interact with nonhandicapped peers as much as is appropriate.

There are a variety of programs in which a handicapped child can receive an education:

Regular Education Program

Handicapped children may receive special education while placed in a regular class program and, when necessary, may receive related or other support services to assist them in benefiting from education. These services might include counselling, transportation, physical therapy, occupational therapy, and other services. Such services determined to be necessary are written in the child's Individualized Education Program and are scheduled according to the individual needs of the child.

Resource Room Program

Children placed in a resource room program may receive assistance from a certified special education teacher for a portion of the school day. Related services and other support services may be provided when determined to be necessary. They will take part in regular class and other activities during the rest of the day. The

general classroom teacher will work closely with the special education teacher so that the needs of these children can be effectively met in the classroom.

Special Class Program

The child in this program would receive specially designed instruction from a certified special education teacher for the majority of the school day. Related services and other support services may be provided when determined to be necessary. The child may enter the regular program for part of the day for academic and/or special subjects such as music, physical education, or art. Children placed in this program are grouped together because of similar educational needs.

Contracting for Appropriate Services

If a school district or special school district fails or is unable to provide appropriate educational services to your handicapped child, the district shall contract with a nearby district or public agency for such special education services. If the district finds that the needed services are not available from nearby districts or public agencies, the district may contract with a nonprofit approved agency within the state for such special education services.

Home and Hospital Instruction

If your child requires special education and is unable to attend school, an educational program must be provided to him/her. If your child is home, a teacher comes to your house to provide instruction or instruction may be provided by telecommunications. If your child is in a hospital, education is provided there. The instruction that your child receives at home or in the hospital

must be based on individual needs. Contact your local school district should you need this service. The school district will need your assistance in obtaining the physician's signed statement of need prior to providing this service.

In-State Private School Programs

If your child has a severe disability or has a combination of disabilities which cause severe limitations, a residential setting may best meet your child's individual educational needs. If deemed appropriate, the Department of Mental Health, in cooperation with the local school district, or Department of Elementary and Secondary Education, may make placement in an approved private day or residential school program to assure that your child receives all the necessary educational services. In all cases, parents will be assured that their child will receive a free and appropriate education. Parents must be informed and should participate in this decision.

When parents, acting on their own, place their child in such private programs, the school district is not responsible to meet the costs.

State-operated Schools

If the local school district cannot appropriately meet the needs of a severely handicapped child, the district may refer the child to the State Board of Education for services from the State Schools for Severely Handicapped. The State Schools provide educational services on a day school plan with transportation services provided to and from home each day.

To decide how your child should receive his/her education, i.e., in what program his/her educational needs would best be met, the members of the IEP team will consider the following:

- The educational needs of the child.
- The services needed to meet these needs.
- The settings or programs which could provide these services.
- The appropriateness and restrictiveness of each of the proposed programs/settings.
- Which program or setting is the least restrictive for the child?

When your child is placed in a special education program for the first time, the school will need to obtain your written consent. You will receive a notification of placement. It will include the following:

- A description of the proposed placement and why it is considered appropriate for your child.
- The reasons why other programs/placement options were rejected.
- The information which was used to make the placement decision.
- An explanation of your rights and how you may appeal the placement decision.

Due Process



Due Process

Due process procedures are those steps to be used when there is a disagreement as to the appropriate educational program for the child. These steps can be used by parents and the school districts.

Handicapped children and their parents are guaranteed a number of rights by state and federal laws. These rights insure that parents can participate in decisions made about their child's education. If you disagree with a school district's proposed action, you can use due process procedures to resolve the situation.

Basic Rights

1. All handicapped children must be provided a free and appropriate public education.
2. Each identified eligible handicapped child's school program should be designed to meet the child's unique needs, and the parents cannot be required to pay anything above any usual fees.
3. The handicapped child's school program must be based on a complete and nondiscriminatory evaluation of the child.
4. Parents must give signed permission for their child to be evaluated for the first time and for their child to be placed in a special education program for the first time.
5. Parents have the right to participate in decisions made about their handicapped child's education.
6. Parents must be notified of any proposed change in the child's educational program and proposed reevaluation before it goes into effect.

7. Parents must be told how they can challenge and appeal any decisions made or proposed actions concerning identification, evaluation, or placement of their child.

Procedures

If you disagree with a school district's proposed action, there are a number of steps which you can take. These steps progress from discussion at the local level to the hearing process. During the time that a child's educational program is being reviewed, unless otherwise agreed to by parents and the school, the child will remain in the present placement until a decision is reached.

TALK AT THE LOCAL LEVEL

The first step is to talk to people in the local school district. This might include the teacher, the principal, and the local special education administrator or coordinator.

NOTIFICATION LEADS TO CONSENT OR REQUEST FOR AN ADMINISTRATIVE REVIEW

If the school is going to make a change in your child's program, or if they refuse to make a change you have requested, they must notify you in writing by first class mail.

After this notification is made, if you do not agree with the school, you can request a review within ten (10) days. Once the district receives this request, the hearing is held within ten (10) days.

ADMINISTRATIVE REVIEW

This hearing is an informal meeting between you and the chief administrative officer of the school district, or someone he/she appoints. The

school officials will present their reasons for taking the action being questioned, and you present reasons for your disagreement. Both sides have the opportunity to ask questions before the school representative makes a decision.

HEARING PANEL DECISION

If a satisfactory solution is not reached at this administrative review, you may appeal within ten days to the board of education of the district.

In the case where your child attends a program operated by the State Board of Education, the appeal is made to the State Board of Education through the superintendent of the program where the child attends.

The board shall within ten (10) days after receiving notice give authority to a hearing panel of three persons who are not employees of the board to which the appeal has been made. All of the panel members should have knowledge of or training in the area of disability of the child and none should have a personal or professional interest which would conflict with his/her objectivity in the hearing.

One person is appointed by the board and one person is appointed at the recommendation of the parent (the administration of the program your child attends can provide you with a list of trained hearing officers along with descriptions of each person's qualifications.) The third person is appointed by mutual agreement of the parents and the school. This individual serves as the chairperson of the panel.

Unless the parties agree to some other time lines, the hearing panel has fifteen (15) days, from the time it is given authority or called, to give notice of the time and place of the hearing, hold the hearing, and provide its findings and conclusions.

The report of the hearing panel shall be forwarded in writing immediately to the parents or guardian of the child and to the president of the appropriate board of education.

REVIEW OF PANEL DECISION

If you or the school disagree with this decision, either party can, within 30 days, request that the decision be reviewed by the State Board of Education. The Board must then reach a decision within thirty (30) days of the request. This is the final decision unless the case is taken to the Missouri courts.

If your child attends a school operated by the State Board of Education, the next level of appeal is directly to the court as provided in Chapter 536, RSMo.

In summary, during the panel hearing, both you and the school have a number of rights. You will want to be aware of these rights to:

1. Information concerning free or low-cost legal services;
2. Participate in the selection of an impartial hearing panel consisting of one person chosen by the parents, one chosen by the Board of Education, and one person mutually agreeable to both parties;
3. Be accompanied and advised by legal counsel and by individuals with special knowledge or training with respect to the problems of the child;
4. Present evidence and confront, cross-examine, and compel the attendance of witnesses;

5. Prohibit the introduction of evidence at the hearing that has not been disclosed to you at least five (5) days before the hearing;
6. Obtain written or electronic verbatim record of the hearing;
7. Obtain written findings of fact and decisions from the hearing;
8. Have the child who is the subject of the hearing present; and
9. Open the hearing to the public.

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Appendices



IMPORTANT EDUCATIONAL INFORMATION FOR

(Child's name)

Your Child's School: _____

Telephone: _____

Address: _____

Teacher's Name: _____

Administrator or Coordinator
of Special Education: _____

Telephone: _____

Address: _____

Date last IEP was developed: _____

For Assistance Call

Department of Elementary and Secondary Education
P. O. Box 480
Jefferson City, Missouri 65102
(314) 751-4909

Missouri Advocacy Services
211 Metro Drive
Jefferson City, Missouri 65101
Toll free in Missouri: (800) 392-8667

PARENT PARTICIPATION CHECKLIST

Were you notified about your child's:

evaluation? _____

IEP meeting? _____

placement? _____

Was your participation at the IEP meeting requested? _____

Do you know you have the right to take someone with you, including a friend or advocate to your child's IEP meeting? _____

At the meeting

Were the current levels of performance of your child developed for the IEP? _____

Were long term goals developed for the IEP? _____

Were short term objectives developed for each long term goal? _____

Were the goals and objectives written in clear, understandable language? _____

Was criteria for each objective established? _____

Was the method of evaluation (tests, observation, etc.) for determining your child's progress provided for each objective? _____

Was there discussion of the amount of time your child would be participating in the general education program each day? _____

Was the amount of this time stated in the IEP? _____

Was discussion of your child's need for other services (speech therapy, physical therapy, etc.) held? Is this need stated on the IEP?

Was there discussion of several placement options for your child?

Was placement recommended based on the identified needs of your child?

Do you agree with the placement and program described in your child's IEP?

If you disagreed with any part of the IEP, did you state your disagreement at the IEP meeting?

Have you visited your child's classroom?

Have you requested and received information on your child's progress from his/her teacher?

Are you using activities at home to help your child in his/her education program?

Has there been an opportunity to review and, if necessary, to modify your child's IEP during the school year?

Have you developed a folder/file to keep information about your child?

MISSOURI AGENCIES AND ORGANIZATIONS THAT CAN
PROVIDE INFORMATION AND HELP

American Diabetes Association
616 East 63rd
Kansas City, Missouri 64110
(816) 361-3361

or

1780 South Brentwood Boulevard
St. Louis, Missouri 63144
(314) 968-3196

Bureau for the Blind
619 East Capitol Avenue
Jefferson City, Missouri 65101
(314) 751-3154

Department of Elementary and Secondary
Education
Division of Special Education
P. O. Box 480
Jefferson City, Missouri 65102
(314) 751-4909

Department of Mental Health
P. O. Box 687
2002 Missouri Boulevard
Jefferson City, Missouri 65102
(314) 751-4122

Department of Social Services
Division of Family Services
211 - A Metro Drive
P. O. Box 88
Jefferson City, Missouri 65103
(314) 751-4301

Department of Social Services (EPSDT)
Medical Services Section
227 Metro Drive
Jefferson City, Missouri 65101
(314) 751-3425

Division of Developmental Disabilities and
Mental Retardation
Department of Mental Health
2002 Missouri Boulevard
Jefferson City, Missouri 65102
(314) 751-4054

Division of Health
221 West High
P. O. Box 570
Jefferson City, Missouri 65101
(314) 751-2335

Division of Vocational Rehabilitation
2401 East McCarty
Jefferson City, Missouri 65101
(314) 751-3251

Epilepsy Federation of Greater St. Louis
4144 Lindell
St. Louis, Missouri 63108
(314) 531-3900

or

Greene County Epilepsy
1515 East Pyphian
Springfield, Missouri 65802
(417) 836-0400

or

Epilepsy League
4049 Pennsylvania
Kansas City, Missouri 64111
(816) 531-1247

Governor's Committee for the Employment of
the Handicapped

1904 Missouri Boulevard
Jefferson City, Missouri 65101
(314) 751-2600

Missouri Advocacy Services

211 B Metro Drive
Jefferson City, Missouri 65101
(314) 893-3333
(800) 392-8667

Missouri Association for Children with
Learning Disabilities

P. O. Box 3303
Glenstone Station
Springfield, Missouri 65804
(417) 831-2691

Missouri Association for Retarded Citizens

230 West Dunklin
Jefferson City, Missouri 65101
(314) 634-2220

Missouri Chapter

National Head Injury Foundation

P. O. Box 12
Richmond, Missouri 64085
(816) 776-3482

Missouri Chapter

National Society for Autistic Children

1847 Lane Pine Drive
Arnold, Missouri 63014
(314) 296-1770

Missouri Crippled Children Services

207 Metro Drive
P. O. Box 570
Jefferson City, Missouri 65102
(314) 751-2407

Missouri Planning Council for Developmental
Disabilities

Department of Mental Health
2002 Missouri Boulevard
Jefferson City, Missouri 65101
(314) 751-4054

United Cerebral Palsy
P. O. Box 611
617 Walnut
Columbia, Missouri 65205
(314) 449-2934